



**International Center  
for Leadership  
in Education**



**Gold Seal:**

Copernicus Education Gateway

<b>Author(s):</b> <i>Marsha Kucker</i>			<b>Lesson Title:</b> <i>What Job is For You?</i>			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<i>K-4</i>	<i>5-8 x</i>	<i>9-12</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D x</i>

**Instructional Focus:**

Writing – Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening – Students listen for a variety of purposes appropriate to the grade level.

Speaking – Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Reading – Students read a variety of grade level materials, applying strategies appropriate to various situations.

**Performance Task**

This lesson will help students learn about some jobs that match their interests and abilities.

1. Ask students to share things they are good at. Write some of their answers on the chalkboard.
2. Discuss personality traits people have and how they would relate to some jobs. For example: Someone who likes children may want to be a teacher.
3. Ask for volunteers to tell some of the things they are interested in. For example: music, sports, and math. Discuss how these might be job related. For example, someone liking music may want to teach music and someone interested in math may want to be an accountant.
4. Tell students that their abilities, personality, and interests play a big part in what kind of a job they will probably get when they get older.
5. Distribute copies of “What Job Is For You?” (Chart 1). Instruct students to write their responses and be ready to discuss them when completed.
6. When the students have finished, give them the sheet describing the six occupational groups (Chart 2) adapted from John Holland’s Self-Directed Search. Ask students to decide which job category they feel they would fit best in at this time.

**ICLE Essential Skills**

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)

Identify, collect and/or select pertinent information while reading. (ela 5)

Present information in well-organized fashion that will be clear to the target audience. (ela 11)

Discriminate important ideas from unimportant ideas while reading. (ela 15)

Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 64)

Use writing as a tool for learning in formats such as learning logs, laboratory reports, note-taking, journals and portfolios. (ela 40)

Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)

Respond orally to fellow student's opinions during presentations by asking questions, asking for clarification, agreeing and/or disagreeing courteously. (ela 59)

**Scoring Guide:**

Ratings: 4 – Excellent, 3 – Good, 2 – Average, 1 – Poor, 0 – Unacceptable

Works well independently. \_\_\_\_\_

Stayed focused on task. \_\_\_\_\_

Seeks help appropriately/assumes responsibility for completing task. \_\_\_\_\_

Structure and content appropriate for grade level. \_\_\_\_\_

Spelling and punctuation appropriate for grade level. \_\_\_\_\_

**Keywords**

English Language Arts	Mathematics	Science
Reading Comprehension	Algebra	Earth Science
Writing Careers Grammar Vocabulary	Geometry	Life Science
Communications Discussion Listening Communication	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	

Chart 1

**WHAT JOB IS FOR YOU?**

**I. Abilities**

**A. Our abilities often determine our successes and failures. This is a list of some of the things I'm good at:**

- 1.
- 2.
- 3.
- 4.
- 5.

**B. This a list of some things I am not so good at:**

- 1.
- 2.
- 3.
- 4.
- 5.

**II. Personality**

**A. This list of personal traits best describes the real me. (Examples: cheerful, quick, good at math, helpful)**

- 1.
- 2.
- 3.
- 4.
- 5.

**III. Interests**

**A. These school subjects interest me the most:**

- 1.
- 2.
- 3.
- 4.
- 5.

**IV. Activities**

**A. This is a list of my interests, hobbies, and activities both in and out of school.**

- 1.
- 2.
- 3.
- 4.
- 5.

**V. Values**

**A. Things that are important to us are called our values. This is a list of some of my values.**

- 1.
- 2.
- 3.
- 4.
- 5.

Chart 2  
Occupational Groups

Look over your answers on the “What Job Is For You?” activity sheet. Read examples of the six occupational groups as described by John Holland in his study called Self-Directed Search.

The realistic group likes realistic jobs such as automobile mechanic, aircraft controller, surveyor, farmer, and electrician. Members of this group have mechanical abilities.

The investigative group likes investigative jobs such as a biologist, chemist, physicist, anthropologist, geologist, and medical technologist. Members of this group have mathematical and scientific abilities.

The artistic group likes artistic jobs such as composer, musician, stage director, writer, interior decorator, and actor/actress. Members of this group have artistic abilities: writing, musical, or drawing.

The social group likes social jobs such as teacher, religious worker, counselor, clinical psychologist, psychiatric case worker, and speech therapist. Members of this group have social skills and talents.

The enterprising group likes enterprising jobs such as salesperson, manager, business executive, television producer, sports promoter, and buyer. Members of this group have leadership and speaking abilities.

The conventional group likes conventional jobs such as bookkeeper, stenographer, financial analyst, banker, cost estimator, and tax expert. Members of this group have clerical and arithmetic ability.

Based on your answers on the activity sheet, decide which groups you resemble most. Write your answers below.

I resemble group \_\_\_\_\_ the most.

I resemble group \_\_\_\_\_ next and

I resemble group \_\_\_\_\_ next.